

	GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
Pre-K	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
	Benchmark 4.3	Benchmark 4.1,2,	Benchmark 4.3,4	Benchmark 4.2	Benchmark 4.2	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	
	1. Identify personal vs. shared/public goods. (EU 4)	1. Give examples of needs and wants, scarcity and choice (e.g., including Indian trade of wares/goods). (EU 4)	1. Identify Indian ways of distributing goods. (EU 1, 3, 4)	1. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1, 2, 3)	1. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1, 2, 3)	2. Describe how economic concepts explain historical events, current situations, and social issues, in local, tribal, Montana, and national concerns. (EU 1-7)	2. Use economic concepts to explain historical events and issues in tribal and social issues in tribal and global concerns. (EU 1-7)	2. Apply economic concepts to explain historical events, current situations, and social issues as these relate to personal, local, tribal, Montana, national and global concerns. (EU 1-7)	
		Benchmark 4.3	Benchmark 4.2			Benchmark 8.3	Benchmark 8.3	Benchmark 8.3	
		2. Identify private vs. shared/public property. (EU 4)	2. Identify private and shared/public property. (EU 4)			3. Compare and contrast the difference between private and public goods and services. (EU 1-7)	3. Compare and contrast the difference between private and public goods and services. (EU 1-7)	3. Compare and contrast the difference between private and public goods & services. (EU 1-7)	
			Benchmark 4. 1,2			Benchmark 8.4	Benchmark 8.4	Benchmark 8.4	Benchmark 12. 4
			3. Compare food gathering and production among groups in the past. (EU 2)			4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment, trading land for goods). (EU 1, 3, 4, 5, 6, 7)	4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment, trading land for goods). (EU 1, 3, 4, 5, 6, 7)	4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment, trading land for goods). (EU 1, 3, 4, 5, 6, 7)	4. Compare and contrast how values and beliefs influence economic decisions in different economic systems, including American Indians. (e.g., tribal vs capital economics). (EU 4)
							Benchmark 8.6	Benchmark 8.6	
							5. Compare the influences of technological advancements on tribal economies vs. other cultures, civilizations. (EU 3, 4, 6)	6. Analyze the influences of technological advancements on household, tribal, state, national and global economies (e.g., Wind Farms) (EU 4, 6)	

